



Mossneuk Primary School and Nursery Class

HANDBOOK

January 2023



Mossneuk Primary School and Nursery Class
Mossneuk Drive
East Kilbride
G75 8XQ

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Fax Number: (01355) 579924

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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

WELCOME

Dear Parents, Carers, Families and Friends

I'd like to warmly welcome you to Mossneuk Primary School and Nursery Class.

Throughout our school and nursery class we aim to provide a happy, supportive, nurturing and caring environment where children enjoy learning and are encouraged and motivated to develop skills which help them reach their potential and be the best they can be.

Our ethos is firmly built on our vision **Growing to Learn, Learning to Grow** and our values are embedded in the life of our school.

Partnership with parents/carers is central to achieving our aims and we look forward to working together with you to provide a rich and stimulating education for all our children.

This handbook tells you about our school. It includes important information about our curriculum, activities and policies as well as information about the general life of the school. We hope you find it useful and informative and that it gives you a flavour of the life and ethos of Mossneuk Primary School and Nursery Class.

We are very proud of our school and if you would like to visit us or have any questions or queries, at any time, please don't hesitate to contact me at school.

With kindest regards

Julie McGowan

Julie McGowan
Head Teacher



INTRODUCTION

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

ABOUT OUR SCHOOL



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Mossneuk Primary School and Nursery Class is a non-denominational, co-educational school with a current roll of 517 pupils between the ages of 5-12 years. We offer 1140 hours within our nursery class, accommodating approximately 50 children in our 3-5 years playroom.

Our School Day

Start	9.00am
Interval	10.30am - 10.45am
Nursery Lunch	11.30-12noon
Lunch	12.15pm - 1.00pm
Lunch arrangements at January 2023	P1-3 12noon-12.45pm P4-7 12.30-1.15pm
Close	3.00pm

Our Nursery Day

9.00-3.00pm

OUR VISION, VALUES AND AIMS



**Growing to Learn,
Learning to Grow**

Our aims ensure our pupils are encouraged to GROW and FLOURISH.

AT MOSSNEUK WE AIM TO...

...provide a vibrant, pupil centred, stimulating environment where pupils flourish.

...ensure every child's needs are respected and supported and their individuality is valued.

...work together to foster a wide range of partnerships

...ensure that every child feels safe and valued, by nurturing and supporting them throughout their time at Mossneuk.

...give each child the confidence and passion to embark on their own learning journey, providing knowledge, skills and experiences which inspire life long learning.

...promote and celebrate each child's individual achievements.

Literacy & English
Numeracy & Maths
Health & Wellbeing
Expressive Arts
Religious & Moral Education
Sciences
Social Studies
Technologies

Our curriculum and learning is the MAIN TRUNK of the work of the school.

Our ethos and values are at the ROOT of everything we do.

KINDNESS

TRUST

RESPECT

FRIENDSHIP

TEAMWORK

THE MOSSNEUK TEAM

Senior Leadership Team

Head Teacher	Mrs Julie McGowan	
Depute Head Teacher	Mrs Ainsley Johnstone	Nursery & P1-3
Depute Head Teacher	Mrs Heather Goring	P4-7

Principal Teachers	Mr Fraser Kemp
	Mrs Nicola Reilly
	Mrs Joanne Taylor (Acting)

Teaching Staff

Class Teachers	Mrs Kirsty Hickey	P1a
	Mrs Nicola Reilly	P1b
	Mrs Joanne Taylor	P1c
	Mrs Caroline Jackson	P1/2
	Mrs Gillian Craig/ Miss Julie Martinez	P2a
	Mrs Lorna Strachan	P2b
	Mrs Elaine McFarlane	P3a
	Miss Rebecca Hair/Miss Alana Miller	P3b
	Mrs Louise Keyworth/Mrs Elspeth Fisher	P4a
	Miss Jenna Yuille	P4b
	Mr Ross Lightbody	P4/5
	Miss Sophie Smith/Mrs Helena Bannerman	P5a
	Mrs Kirsten Gilmour	P5b
	Mr Ross Ferguson	P6a
	Mrs Heather Kelly/Miss Jazmine Meek	P6b
	Miss Lauren Shepherd	P6c
	Miss Charlotte McInnes	P7a
	Mrs Laura McCardel/Mrs Elaine Stewart	P7b

Additional Staff	Mrs Ann Rodger
	Mrs Gillian Rossi

School Support Team

Team Leader	Mrs Louise Mailey
Clerical Assistants	Mrs Christine Frew Mrs Esther White
Support Assistants	Mrs Natalie Allan Mrs Denise Gregory Ms Leeanne Dutton Mrs Claire Eggleton Ms Elaine Guy Mrs Libby Harris Mrs Elizabeth Milrine Mrs Collette Newlands Ms Maggie O'Hare Mrs Yvonne Owen
Janitor	Mr Andrew Donnelly

Mrs McGowan has overall responsibility for the whole school. Each member of the Senior Leadership Team takes particular responsibility for certain areas of the curriculum and school organisation.

OUR NURSERY CLASS

Mossneuk Nursery Class provides a fantastic learning environment for our youngest children. Parents from any area may apply to attend the Nursery Class. To find out more about the Nursery Class, please contact the school office.

Team Leader	Mrs Chris McIntosh
Early Years Team	Mrs Madeline Brown Mrs Lianne Davidson Mrs Kirsty Duncan Mrs Claire Dunn Mrs Monica McCabe Mrs Laura Stewart Mrs Debbie Johnston Mrs Carol Gallacher Mrs Claire Caywood

Early Years Support Assistant Vacancy

It should be noted that if you register your child for Mossneuk Nursery it does not mean that they will automatically be enrolled at our school when they are starting primary school. All children who move from early years to primary education must register separately for school in the month of January.

You can read our latest Care Inspectorate report on the school or Care Inspectorate website.

PARENTAL INVOLVEMENT

South Lanarkshire Council recognises the importance of parents and carers as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website:

www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk

- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

Homework

Homework is issued to help the children consolidate work done in school and to extend their learning in a variety of areas. The amount of homework varies throughout the school. It is essential however that homework does not become a burden for busy families. We have adapted our homework routines to allow more flexibility for pupils who are taking part in other activities.

Communication

We recognise that parents have a major role to play in the education of their children and we welcome as many links as possible between home and school.

ParentMail is our key method of keeping in touch. We use it to keep classes, groups and even individuals informed and up to date. It is also a great way of letting us reach parents in case of emergency closures or other events. Please register for ParentMail if you have mobile or internet access. Of course, we will continue to issue paper copies of all letters to anyone without access. School newsletters are issued regularly and include information about a wide range of school activities and events, as well as our curriculum and Improvement Plan updates. Our teachers send out termly class newsletters to help keep you informed about what the children are learning and how you can help your child. The school website and Twitter account also provide information for parents, carers and friends.

Parental Concerns

Our Staff and Leadership Team are happy to see or speak with parents at any time although if you telephone or email the school office for an appointment prior to your visit we can guarantee you will be seen quickly. Please never hesitate to contact us to sort out small problems as we would rather address these before they become more serious.

Complaints

We hope that your concerns will be answered to your satisfaction. However, we know that there may be times when you are unhappy, or you may want to suggest ways to improve things. We can normally resolve concerns, mistakes and misunderstandings quickly. However, if we cannot sort out your problem this way, the complaints procedure is here to help you.

Your complaints are important to us. They help us to:

- Put things right when they go wrong
- Listen and learn, and
- Change and improve the way we provide services.

When should I complain?

Our complaints procedure is intended for those times when you feel we haven't delivered what we should.

How can I complain?

We want to make it as easy for you as possible to let us know if you feel something has gone wrong. You can complain:

- By telephone to the head teacher or via the office staff if head teacher is not available
- In writing either by letter or by emailing: gw14mossneukpsoffice@glow.sch.uk

What will we do?

We will contact you and talk about what we can do to ensure we are delivering the best possible service and if you do not feel the matter is resolved then we will put you in contact with staff at Education Resources.

Helpers

At Mossneuk we have a fantastic number of parents and friends who help out in class, on outings, with clubs and in many other ways. Our volunteers make a huge difference to the activities we can offer and the way children learn. We also ask our parents to share their expertise with



us through visits to talk about careers, assist with science activities, and tell us about other world religions and customs. We welcome all volunteers and have a range of Secondary pupils, people seeking work experience with children, parents and grandparents. Helpers are encouraged to enroll in the Protection of Vulnerable Groups scheme.



PARENT COUNCIL

The Parent Council is very active within Mossneuk Primary School and Nursery Class and has recently merged with our PTA to become one group.

The Parent Council is a formal group with a constitution and acts as the Parent Voice for our school. Although formal, our Parent Council is parent friendly with partnership with school at the heart of its business. Our Parent Council encourages and enhances the relationship between both parents/carers and teachers, providing various opportunities for us to work together on aspects of school improvement and also organise social events and fundraising activities. These events are both enjoyable and entertaining for our children and families and more importantly they are very successful in terms of funds raised for the school.



Every parent with a child in Mossneuk Primary School and Nursery Class is automatically a member of the Parent Forum. All parents/carers are members of the Parent Forum enabling you to volunteer to join our Parent Council. The fact that you are a parent means that your voice matters in Education and the Parent Council is a great opportunity for you to become more involved and get to know more about our school and Nursery Class.

Our current post holders are:

Chairperson - Mrs Kirsty Purden

Vice Chairperson – Mrs Gemma Palmer

Fundraising Coordinator: Mrs Julie Dodds

Secretary - Mrs Clare Murray

Get in touch

You can get in touch with the Parent Council at any time, either through their Facebook page - *Mossneuk Parent Council* or via email at mossneukparentcouncil@gmail.com.

How can you help?

In any way that you can! We openly welcome new members to join us and although you may not be able to attend the Parent Council meetings if you can help in any aspect of their activities they would love to hear from you. Everyone helps out as little or as much as they can. You can help by attending all or some of our meetings to hear more about the life and work of the school, help us plan events and come up with new ideas! If you are unable to make the meetings, we always welcome suggestions via email. You could volunteer to help with the planning of an event out with the normal meeting times at a time that is convenient for you. You could volunteer as a helper at the events. You could help with donations for our raffles and prizes throughout the year. Maybe you have a particular skill that would be helpful? Or you work for a company that would be a great contact for us when organising events! There are so many ways that you can get involved to help to make a success of our school Parent Council!

SCHOOL ETHOS

At Mossneuk we believe that a positive school ethos promotes learning. Promoting positive relationships is a key element in ensuring a happy and purposeful learning environment in our school.



Promoting positive relationships and understanding distressed behaviour:

- Has a positive influence on pupil and teacher morale, making school an interesting and enjoyable place.
- Influences pupils' levels of attainment
- Is part of the personal and social development of pupils
- Is necessary for pupils' safety and wellbeing
- Is central to the organisation of school life

In Session 2020-2021, three new school rules were introduced which are in place from our Nursery - Primary 7 and are on display in the nursery, all classrooms and throughout the school.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Rights Respecting School

We have achieved Gold status as a Rights Respecting School with UNICEF. Children's rights are supported, advocated and promoted at Mossneuk Primary. Charters form an agreement of expected behaviours from both staff and pupils, which link our school rules, school values, children's rights and also the nurture principles.

We have a playground and a Dinner Hall charter, which promote the safety and wellbeing of everyone. Each class will also create their own charter.

Pupil Voice



This session, we have introduced a wide range of Pupil Leadership Groups across the school which include every one of our P1-7 pupils. These include Pupil Council (Mossketeers), Young Leaders of Learning, Junior and Senior Eco Groups, Health and Sports Group, Fairtrade Group, Junior and Senior Rights Ambassadors, Junior and Senior Reading Champions, Digital Leaders, Charites Group, Equity Group, STEM Leaders, House Group, Mossy Voice groups and Junior Road Safety Officers. These groups meet regularly and their views and activities have already begun to have a positive effect on the school

and wider community. We are excited to see what our children can achieve as these groups become more established.



House system

The school runs a 'house' system. This allows the children to belong to a smaller group than the school as a whole and motivates our children and increases teamwork, leadership and responsibility within the school. Our Primary 6 and 7 pupils are given the opportunity to stand for election as Vice Captains and House Captains of our four houses - Clyde, Forth, Spey and Tay. Points are awarded for a range of reasons such as taking care of our school, demonstrating kindness and respect and following our school rules. House events take place throughout the year. Points are counted and updated by the House Captains with House prizes awarded regularly.



Buddy Programme

All our Primary 1 pupils have an assigned Buddy from Primary 7. This relationship begins on their initial visit to the school and continues throughout their first year. Our Primary 7 pupils support our young pupils in the playground, the dinner hall and generally help them settle into the life of the school. A number of activities are also planned throughout Primary 1. We have found these relationships to be invaluable at this important time in their school life.



Nurture Principles

We are seeking to embed the six Nurture Principles into life at Mossneuk:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos.

Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Understanding Distressed Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display distressed behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

We are grateful that our parents help support us. We ask that you:

- Know, understand and support the guidelines your child is expected to follow.
- Draw a parallel between home and school.
- Ensure regular and punctual attendance.
- Support the school dress code.
- Celebrate your child's achievements.
- Encourage your child's increasing independence and responsibility.
- Communicate any concerns / problems to the school.

Everyone has a role to play in helping make Mossneuk a happy, productive place to be.

Towards a Safer School

Mossneuk Primary School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

There is also supervision in the playground from 8.45am every morning. If there is inclement weather, doors will be opened to allow pupils into their classrooms at 8.45am.

THE CURRICULUM

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, flexible and enriched curriculum that provides young people opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive Arts
- Health and Wellbeing
- Languages and Literacy
- Mathematics and Numeracy
- Religious and Moral Education
- Science
- Social Studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level

Early

First

Second

Stage

The pre-school years and Primary 1 or later for some.

To the end of Primary 4, but earlier or later for some.

To the end of Primary 7, but earlier or later for some.

Expressive Arts

By linking their learning experiences to their imagination, children learn to express themselves and appreciate the expression of others through art, music, dance and drama. These subjects are taught so that children can learn the necessary skills, develop an awareness of beauty and promote their individual talents. Often the work is based around a theme or as part of Interdisciplinary Learning, which utilizes a number of areas of the curriculum.



Health and Wellbeing

The purpose of the Health and Wellbeing curriculum is to develop the knowledge, understanding and skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing. It is the responsibility of every teacher to contribute to learning and development in this area.



Physical Education is included in this area of the curriculum. We teach all children the value of participation in a range of sporting and physical activities. We strive for excellence in sport and believe that competition is an important part of children's learning and development. Each pupil is entitled to two hours of Physical Education per week.

Other areas of Health and Wellbeing include

- planning for choices and change (career education)
- food and health
- substance misuse
- relationships, sexual health and parenthood

Languages and Literacy

Children learn to listen, speak, read and write so that they can express themselves in speech and writing with confidence, pleasure and precision. Literacy is the key to all learning and is an essential part of our planning in all areas of the curriculum.

All teaching staff have been trained in using North Lanarkshire Council's Active Literacy Programme. Active Literacy is used in Mossneuk to teach spelling from P1-7. Through this approach, children are engaged in active and challenging tasks using a variety of exciting materials including magnetic letters and boards.

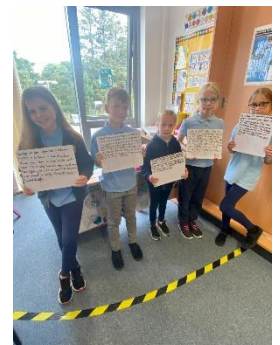


In the early stages of Phonics and Spelling, children are taught to read, make, blend and write words using the 'five finger approach' Say, Make/Break, Blend, Read, Write. Children also learn and identify strategies which help them read and spell common and tricky words. As they progress through the school, the programme builds on what has been taught before and children are encouraged to continue to develop strategies for help with spelling and are also introduced to spelling rules.

At Mossneuk, our approach to teaching reading allows children to build on their knowledge of high frequency words and their word attack skills to enhance their ability to read familiar and unfamiliar texts with increasing confidence. This supports all children to establish strong early reading skills. Once core reading skills are established, the children use a wide range of texts including novels, nonfiction texts, poetry and media. During session 2022-2023, we will continue to re-evaluate our approaches to teaching reading across the school and introduce new reading material for pupils at all stages.

Writing skills and strategies are taught via many different contexts, with areas such as vocabulary, sentence structure, punctuation and spelling experienced in a progressive way. The skills to write in different ways are also developed – with pupils undertaking personal, functional and imaginative writing.

Much learning comes through being actively involved in the learning process and we teach active learning strategies throughout the school. This means that children are challenged to think about their learning, set targets for development and evaluate their own learning on a regular basis. This includes the skills of talking and listening.



In line with the Scottish Government's Languages 1 + 2 Strategy, French is taught in Mossneuk from our Nursery class to Primary 7. Themed topics delivered in P5-7 include aspects of other languages, with a special focus on Spanish.

Mathematics and Numeracy



Mathematics and Numeracy is the study of the properties, relationships and patterns in number and shape, and the application of this knowledge to analyse, interpret, simplify and solve problems. Mathematics is important in everyday life allowing us to make sense of the world around us. Children are encouraged to learn actively throughout the school to allow the children to explore, discover and learn in a 'hands on' manner. Pupils are also given the opportunity to solve problems using a range of strategies. A variety of resources are used to support learning and ensure progression and development of mathematical knowledge and numeracy.



Religious and Moral Education

As a non-denominational school we ensure that our RME programme does not promote one religion to the exclusion of other beliefs. We aim to give children knowledge of the basic tenets of religion, its place in our society and in the wider world.

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about the beliefs, values, practices and traditions of Christianity and other world religions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and nonreligious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation.
- make a positive difference to the world by putting beliefs and values into action

Class assemblies are led by the children and parents often have the opportunity to join us. Our focus is on working with families to help children develop values such as kindness, friendship, teamwork and respect that will help them to become responsible and caring members of society.

Spiritual, Social, Moral and Cultural Values (Religious Observance)

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. Any requests should be made in writing to the Head Teacher, Julie McGowan and parents' wishes will be respected. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupils noted as an authorised absentee in the register.

Sciences



Science is taught through both specific lessons and appropriate links with other areas of the curriculum. Our Science programme provides children with many opportunities to develop their practical investigative skills.

Areas of Science covered in Mossneuk include...

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science

Social Studies

In Social Subjects the learning is based around themes, topics and projects which help develop skills and knowledge of people, past events and societies, people, place and environment and people in society, economy and business.

The children as they participate in the programme will:

- develop their understanding of the history, heritage and culture of Scotland
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop an understanding of the principles of democracy and citizenship
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes



The local environment provides many areas for study. Our Social Studies topics and projects involve many links with other areas of the curriculum and visits in the local community and further afield. Much of our Social Studies learning is taught through interdisciplinary topics, where learning from different areas of the curriculum is integrated.

Technologies



We work hard to keep pace with new developments in technology so that our pupils will have the skills needed to succeed in modern society. We are lucky to have additional funding from the PTA to help purchase digital cameras, audio equipment, iPods, iPads, netbooks and many other resources.

Information and Communication Technology (ICT) is used across the curriculum. Our network allows all pupils access to the internet and the security filter means that pupils can access only suitable material. All pupils / families are asked to sign an Internet Access Agreement.

Other technology work is done in the context of themed projects or standalone units focusing on a particular aspect of design or uses of technology in society. All classrooms in the school have interactive LCD screens and we have wireless access throughout the building and parts of the outdoor learning area.



Skills for Learning, Life and Work

Our curriculum is geared towards giving our pupils the skills they will need in the ever changing world we live in. Even from an early age we focus on the importance of talking to an audience, our senior pupils are given opportunities for public speaking and even interview skills. We focus on changes in technology and how that will benefit society in the future. Enterprise and the world of work are central to many of our

programmes. Teachers will consider this aspect of development when they plan experiences and topics for the children. Class outings and outdoor learning opportunities form a key part of our curriculum.

ASSESSMENT AND TRACKING PROGRESS

In all areas of the curriculum staff use both summative assessment (such as diagnostic tests or class assessments) and formative assessment strategies, which involve pupils in assessing their own work against given targets. Throughout the primary school, teachers are constantly assessing the work of their pupils to monitor and enhance progress, to ascertain strengths and areas for further development, to involve pupils in their own learning, to decide on what requires to be taught next and to determine if the pupils are working at a level appropriate to their ability.

Assessment reflects on-going work – by observation and interaction with pupils, by sharing criteria with children, by giving constructive feedback, by well-structured questioning, by peer assessment and by setting assessment tasks. Records of summative assessments are kept, both for teaching purposes and to keep parents up to date with their child's progress. This helps to identify any potential areas of difficulty for our pupils and plan appropriate interventions to support them.

The development of other assessment procedures is ongoing and will continue to be developed over the coming sessions.

More of the ways we share learning in Mossneuk....

Meet the Teacher booklets	Sharing the Learning Home
Class Newsletters	Open Days
Mossy Positive Notes Home	Mossneuk Marvels/Junior Gems/Spectacular Seniors
Class Assemblies and Showcases	Ongoing feedback in classwork
Parents' Meetings/phone calls	Review Meetings, where appropriate
Parent Council Meetings	Reports
Website	Twitter

All class teachers engage in regular professional dialogue with the headteacher and depute headteachers to track pupils' progress across the curriculum.

REPORTING

Mossneuk Primary School and Nursery Class recognise that good teamwork among parents/carers, children and school is the key to a successful education for your child. We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be two parents' meetings which offer you the opportunity to discuss how your child's progressing and you can contact the school at any time to discuss any matter that you wish to raise.

Our learner reports will help you to get to know more about the curriculum which your child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child. If necessary, arrangements can be made to have an interpreter present at Parents' Evenings or at other times as appropriate. Wheelchair access is available.

TRANSITIONS

A Learning Community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and bases which provide specialist additional learning services. Establishments work together to plan better outcomes for children and young people. The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible. All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

Mossneuk Primary School and Nursery Class is part of the Duncanrig Learning Community. Every effort is made to make this transition as smooth as possible for the pupils with increasing liaison between Primary 7 and S1, both formal and informal.

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school. We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school.

Change of School/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a placing request, we are unable to reserve a place in your catchment school until the Council have made a decision on the placing request. Please note if your placing request application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a placing request is successful then school transport is not provided.

If you move out with your catchment primary school a 'request to remain form' must be completed. If you move out with your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the Secondary School is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on edsuppserv.help@southlanarkshire.gov.uk or **0303 123 1023**.

Contact details for Duncanrig Secondary School are below:

Duncanrig Secondary School,
Winnipeg Drive,
East Kilbride,
G75 8ZT.
Phone: 01355 588 800

SUPPORT FOR PUPILS

Getting It Right For Every Child (GIRFEC)

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. The Named Person at Mossneuk is Julie McGowan, Head Teacher.

More information can be found on:
www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

We aim to ensure that each pupil reaches his/her full potential. Our early intervention and assessment aims to point out where pupils need any additional support. Initially the class programme would be adjusted to suit their needs at whatever level. Our Depute Head Teachers play a particular part in the planning of work for children who need extra help.

A member of East Kilbride Learning Support Team, Mrs Christine Garcia, visits Mossneuk every week and assists with individual programmes of study and plans where appropriate. When required, pupils will have an Additional Support Plan which highlights individual strategies that are in place within the school or for children with very complex needs a Co-ordinated Support Plan involving other agencies. Plans are drawn up in consultation with parents, pupils and staff. Where there is a need for expert help, we seek, with parental permission, the help of the Educational Psychologist who can help to identify specific learning difficulties and advise the school and family in how to overcome these. We also have many visiting specialists including Occupational Therapy and Speech and Language Therapy.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

Enquire – the Scottish advice service for additional support for learning

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support. Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0345 123 2303

Address: Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments which aim to share information on attachment theory and on how this can inform the ways in which we support children and young people.

These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

SCHOOL IMPROVEMENT

The Improvement Plan is reviewed annually by staff, pupils and parent groups where appropriate. The plan outlines the priorities in maintaining our high standards and sets out priorities for future developments. The plan is discussed with the Parent Council each session and is available to parents through the school office or website.

A Standards and Quality Report is compiled towards the end of each session. This report outlines the main achievements of the school over the last 12 months and a copy of this can also be found on the school website.

Successes and Achievements throughout Session 2021-2022

School Priority 1 - Continuity of Learning

- ✓ Skills for Learning, Life and Work are integrated into planning documents for all areas of the curriculum ensuing pupils benefit from a progressive, skills based approach.
- ✓ The ICT Improvement Group continued to provide effective digital CLPL where required to ensure all stakeholders continued to benefit from the use of ICT to support learning. In particular, the continued use of Google Classroom ensured all staff, learners and parents remained skilled at accessing this digital learning platform.
- ✓ The Literacy Improvement Group worked together to research the impact of teaching reading skills and Higher Order Thinking Skills and has produced a progressive, reading skills pathway from Early years to Primary 7. Additional reading material has been purchased for both Fiction and Non Fiction and to support all learners, including those with an additional support need. Literacy Resources have been audited and reorganised to ensure all staff know where to access appropriate reading resources. All staff had access to a successful year long trial of Oxford Reading Buddy to support the teaching of reading skills.
- ✓ Although our Reading attainment is above the SLC and National average there is still scope for improvement and a sharper focus on moderation to ensure a shared understanding of achievement of a level will continue next session.
- ✓ New approaches to planning Writing were implemented in all stages ensuring pupils benefited from developing writing skills across a variety of genre. More consistent use of the Writing Criterion and moderation activity ensured a shared understanding of achievement of a level and increased staff confidence in their professional judgments. Levels of attainment in writing improved across the session in Primary 5, 6 and 7 by 4%, 1% and 8% respectively. Levels of attainment in writing in P4 were maintained throughout the session.
- ✓ A robust approach to track and target achievement of all pupils, with a focus on those in receipt of free meals and/or living in SIMD 1 and 2 has been introduced and will be embedded next session.
- ✓ Most staff demonstrate increased confidence when analysing attainment data and are able to use this information to support learning and teaching strategies which lead to raised attainment.

- ✓ The Pupil Leadership and Pupil Voice Improvement Group audited opportunities throughout the session. With the easing of some restrictions, some opportunities were offered to pupils, e.g House Captains, Vice House Captains , JRSO, Pupil Council, Buddies, Buddy Builders, P6 lunch club for P1 and 2 pupils, and Nursery Health and Wellbeing groups resumed and further developments are planned for session 2022-2023.

School Priority 2 - Promote the Positive Health and wellbeing of children and young people, parents/carers and staff:

Nurture

- ✓ Nurture Lead Teacher, DHT, provided CLPL for all staff (INSET 2) and presented to Parent Council (November 2021) to improve staff and parent understanding of the 6 Nurture principles and their development across the school
- ✓ A nurturing ethos is evident across the whole school (Early Years to P7).
- ✓ **98%** of parents and carers tell us that their children feel safe in school, with **95%** reporting that their child likes being at our school and **85%** stating that the school help their child to feel more confident.
- ✓ **81%** of parents and carers are confident that the school supports their child's emotional wellbeing.
- ✓ Children's rights continue to be embedded across the school.

Emotion Works

- ✓ All early years, teaching and support staff attended training on INSET 1 gaining an overview of Emotion Works.
- ✓ Emotion Works Improvement Group completed cog training via the website for all 7 cogs.
- ✓ All teaching and early years staff given log-in details for <https://www.emotionworks.org.uk/> and encouraged to access any cog training or utilise the wealth of resources available.
- ✓ Launch of Emotion Works at assemblies – four cogs introduced (Orange – emotion words, Green – behaviours, Red – body sensations and Yellow – triggers). Follow up challenges for classes following the launch of a cog. Learning shared via twitter and at assemblies.
- ✓ Emotion Works introduced to parents at with the Parent Council (January 2022).
- ✓ Curriculum Health and Wellbeing Plans produced which focused on linking Curriculum for Excellence experiences and outcomes (including assessment) to Emotion Works.



Promoting Positive Relationships and Understanding Distressed Behaviour

- ✓ All staff completed SLC PPRUDB Learn on Line training.
- ✓ School rules (Be Ready, Be Safe, Be Respectful) are modelled by all staff and reinforced regularly.
- ✓ Staff training ensures a consistent approach to promoting positive relationships, e.g meet and greet, five steps to restoration, use of recognition boards.
- ✓ Pupil achievement (above and beyond) is recognised by sharing Mossy Positive Notes home and promoting via twitter to involve parents and carers in celebrating achievements.
- ✓ Overview and Posters of our rules and approaches to promoting Positive Relationships are visible in classrooms, playroom and throughout the school.
- ✓ **93%** of parents report that their child is treated fairly and with respect at school and **88%** state that the school also encourages children to treat others with respect

Support for pupils

- ✓ 15% of pupils benefited from targeted support as a result of our established partnership working with our Educational Psychologist, Specialist Support Teacher and Early Years Specialist Support Teacher.

SLC Attachment Strategy

- ✓ SLC Attachment Strategy training is ongoing.

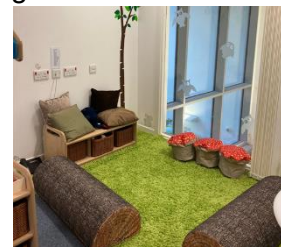
School priority 3: Planning for Equity

Nurture



- ✓ P1 and P2/3 Nurture Groups continued bi-weekly, with weekly P5-6 nurture sessions also taking place throughout session 2021-2022, benefiting 22 pupils.
- ✓ 5 pupils benefited from a targeted intervention (Drawing and Talking)
- ✓ All families of targeted pupils are aware of Nurture and the approaches in place to support their family's emotional health and wellbeing.
- ✓ To raise awareness with all pupils, the Nurture Room was re-launched as The Neuk (Nurturing, Encouragement, Understanding, Kindness).

- ✓ DHT attended Advanced Drawing and Talking Training in January 2022
- ✓ The Neuk is well established as a safe base within the school and has a positive impact on all learners who access this support, both on a longer term or short term basis.

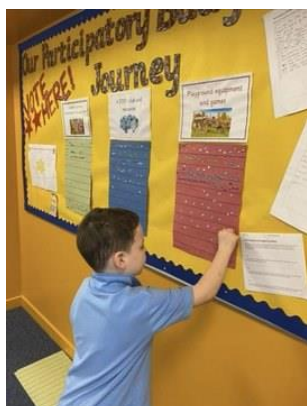


Literacy and Numeracy

- ✓ DHT attended Maths Recovery Training.
- ✓ Our data for Session 2021-2022 tells us that we are continuing to reduce the poverty related attainment gap across all areas of literacy and numeracy.

Participatory Budgeting

- ✓ Participatory Budgeting Lead Teacher established a PB group including staff, pupils and parents to allocate 5% of Pupil Equity Funding.



- ✓ Consultation took place in September/October 2021 and Outdoor Learning equipment and experiences was identified as a focus for spending.

- ✓ 24 pupils benefited from targeted interventions which led to improvements in their wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely.



Cost of the School Day

- ✓ Parents are regularly sign posted to appropriate financial supports (universal and targeted)
- ✓ Winter clothing allocation benefited targeted children and their families throughout session 2021-2022.
- ✓ The cost of some school activities were reduced by targeted use of Pupil Equity Funding.
- ✓ The removal of core curriculum charges meant that all P6 children benefited from swimming lessons at no additional cost to parents and carers.
- ✓ Careful consideration given to costs when planning events in the school calendar.

School Improvement Plan 2022-2023

Mossneuk Primary School and Nursery Class School Improvement Plan 2022-2023



Strategic Priority 1

Continue to refresh and revise our Literacy curriculum, increasing attainment in Reading and Writing from Early Years to Primary 7

Outcomes

Combined levels of attainment in Reading and Writing will have increased by at least 5%
Combined levels of attainment in Talking and Listening will have been maintained
Reading Skills Pathway ensures progression of key skills
Literacy assessment framework in place
Reading Schools accreditation will have been achieved – Core

Measures

ACEL Data
Tracking and Monitoring Data
Learning Plan analysis and feedback
Learner conversations
Learning Visits
Samples of pupils learning
SIP Group Agendas and Minutes

Strategic Priority 3

Increase opportunities for Pupil Leadership and actively promote Pupil Voice

Outcomes

Increased opportunities for Pupil Leadership are evident across the school
Our Young Leaders of Learning Pupil Group make an active contribution to school improvement
Pupil Voice groups influence decisions about the life and work of the school

Measures

Impact analysis of whole school Pupil Leadership and Pupil Voice
Learner conversations
Staff/Pupil/Parental Questionnaires/Feedback
SIP Group Agendas and Minutes

Strategic Priority 5

Work collaboratively with all stakeholders to begin to develop our unique curriculum rationale.

Outcomes

All stakeholders contribute to the rationale, design and development of the curriculum
All stakeholders have a shared understand of the purpose and design of our unique curriculum

Measures

Learner conversations
Staff/Pupil/Parental Questionnaires/Feedback
SIP Group Agendas and Minutes

Strategic Priority 2

Further develop a strategic approach to health and wellbeing to support improvements in pupils' wellbeing

Outcomes

The GMWB tool will track pupil wellbeing and monitor and evaluate the impact of interventions for targeted individuals and groups
Strong partnerships with parents, carers and partners will ensure all stakeholders are aware of Health and Wellbeing supports, including our approaches to Nurture, Attachment and Promoting Positive Relationships and understanding Distressed Behaviour
A revised Relationships and Sexual Health programme devised with stakeholder consultation will be developed for launch in Term 4 Session 2022-2023
Planning, progression, and assessment of Health and Wellbeing will be updated to reflect the above and the UNCR.

Measures

GMWB Tool Data
Nurture Group Data
Learning Plan analysis and feedback
Learner conversations
Learning Visits
Staff/Pupil/Parental Questionnaires/Feedback
SIP Group Agendas and Minutes

Strategic Priority 4

Ensure inclusion, equity and equality are at the heart of what we do.

Outcomes

Whole school Reading gap will have reduced by 5%
Whole school Numeracy gap will have reduced by 3%
Use of Participatory Budget Funding increases opportunities for outdoor learning for targeted pupils to support improvements in their emotional wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely.
Reviewed Cost of the School Day policy and continued focus on Cost of the School day reduces financial strain for all families

Measures

ACEL Data
Tracking and Monitoring Data
Wellbeing Interventions Data
Learning Plan analysis and feedback
Learner conversations
Participatory Budgeting Data/Minutes of meetings
Staff/Pupil/Parental Questionnaires/feedback

SCHOOL POLICIES AND PRACTICAL INFORMATION

Nursery

All children attending a local authority nursery will be provided with a free lunch. In addition, if your child attends long mornings or afternoons e.g., over 4 hours 30 minutes they will be provided with a 'brunch' or 'afternoon tea'.

Nursery lunches and snacks are based on nutritional requirements from the NHS "Setting the Table" guidance.

Nursery age children will also receive milk and a healthy snack free of charge under the Milk and Healthy Snack scheme 2021. This will be provided by the establishment

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All primary aged pupils are also offered a free breakfast within their school. The selection available includes cereal, toast, fruit and milk.

For their lunch each day pupils have the option to choose from two hot meal options, a snack option plus a vegan / vegetarian option. These are all served with vegetables or side salad. All **meals** also come with fresh chilled drinking water, salad, seasonal fruit and depending on the day - soup or a dessert.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Pupils in:

- Nursery, Primary 1 - 5 receive a free school lunch.
- Primary 6 - 7 meal cost is **£2.00**

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops.

NB School Meal prices are reviewed annually and may be subject to change

Special diets

If your child within Nursery, Primary or Secondary requires a special diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete. In addition, if you have a cultural diet request for your child please speak to the school/nursery office who will provide you with a request form.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Universal Credit (where your take home pay is less than £660 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £7,920 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £17, 105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P4 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

South Lanarkshire Council also offers a free Breakfast service for children in P1-7. In Mossneuk, the service runs from 8.15am to 8.45am each school day. Parents can request their child attends Breakfast Club by contacting the school office.

School Uniform



At Mossneuk we ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

Mossneuk's school uniform is –

Shirt/Blouse	Blue
Polo Shirt	Blue
Trousers	Grey (boys) or Navy (girls)
Pinafore/Skirt/Trousers	Navy
Sweater/Cardigan	Navy
Blazer, Anorak or Coat	Navy



The children should bring a change of footwear for indoors and to avoid danger from wet floors and corridors.

All pupils are asked to wear shorts, t-shirt and gym shoes for safety reasons at Physical Education. For the same reasons, jewellery should not be worn. Clothing, shoes and wellingtons should be clearly marked with the pupil's names.

Our Parent Teacher Association sells school uniforms complete with the school logo. These are very attractive and present a good image when our pupils go out of school. Within school too, it means that pupils can be dressed appropriately for gym etc., but still maintain the school identity. Online ordering has simplified the process of purchasing uniforms. Information is available from the school office or website.

When children go out on educational outings the norm is school uniform but appropriate instructions will be given on each occasion.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of Health and Safety grounds such as, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

We prefer pupils to wear shirts and ties for special events and whenever they are representing the school at community events.

Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information. Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

Enrolment – how to register your child for school

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school

If you have any difficulty in identifying your catchment school, please email

Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation. Proof of where the child lives may also be needed.

Parents within the catchment area will be advised via social media that they can begin using the online registration form to enrol their child for school in August 2023. **The registration form along with the child's full birth certificate and 2 proofs of residency will be sent directly to the office email address will be available from 9 January 2023.**

If your child attends nursery of your catchment school don't assume that they will be automatically transferred. You must register them as normal.

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. An online placing request form is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Enrolment date for 2022 is week commencing **16 January 2023**.

Transport

School Transport

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should complete a form online www.southlanarkshire.gov.uk or contact **0303 123 1023** These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. More information on school transport is available

www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport or phone **0303 123 1023**.

Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Insurance for schools – pupils' personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

Cloakrooms and Lost Property

Parents are requested to put pupils' names on all articles of clothing. It is essential that no valuables are left in pockets. When clothing or other articles are lost or mislaid, pupils should contact the Janitor.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time.

In cases where your child is unable to attend school parents are asked to:-

- inform the school by letter, telephone or e mail if your child is likely to be absent and to give your child a note on his/her return to school, explaining the reason for absence;
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes;
- inform the school of any changes to the following :
 - home phone number
 - mobile number
 - email details
 - emergency contact details
 - home address
- in an emergency if you have to telephone school to change arrangements your child will be brought to the phone to speak to you directly.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Health and Wellbeing

Many pupils will at some time need to take medication in school. Identified staff in school are happy to assist with this. Parents are required to complete the appropriate paperwork and should note that no medicine will be administered unless this has been completed and signed by the parent, who should at regular intervals, then check that medication held in school is still in date.

In view of the possible hazards of medicines at school we ask that children do not bring medication for self administration to school. Where long term medication is required, arrangements can be made and the Head Teacher should be consulted.

Some pupils may have Health Care Needs and medical personnel will draw up an Individual Health Care Plan and advise and assist the school in implementing such. Children with specific medical needs have protocols drawn up in consultation with parents and relevant professionals.

Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are "*cared for and protected from abuse and harm in a safe environment in which their rights are respected*" (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to:

- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

If you would like more information, or have a concern of a child protection nature, please contact the head of the educational establishment which your child attends. **The Head Teacher, Julie McGowan, is the Child Protection Coordinator in Mossneuk Primary School and Nursery Class.**

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. www.childprotectionsouthlanarkshire.org.uk

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk

Your commitments

We ask that you:

- support and encourage your child's learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child

General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

Information we collect at other times

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

- If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners ;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of;
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland Act 1978);
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website: (https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.



Education Resources

School holiday Dates Session 2023/2024

Break	Holiday dates		
First Term	Teachers In-service	Monday	14 August 2023
	In-service day	Tuesday	15 August 2023
	Pupils return	Wednesday	16 August 2023
September Weekend	Closed on Re-open	Friday Tuesday	22 September 2023 26 September 2023
October Break	Closed on Re-open	Monday Monday	16 October 2023 24 October 2023
	In-service day	Monday	13 November 2023
Christmas	Closed on Re-open	Monday Monday	25 December 2023 8 January 2024
Second Term			
February break	Closed on	Monday & Tuesday	12 February 2024 13 February 2024
	In-service day	Wednesday	14 February 2024
Spring break/Easter	Closed on Re-open	Friday Monday	29 March 2024 15 April 2024
Third Term			
	In-service day	Thursday	2 May 2024
Local Holiday	Closed	Monday	6 May 2024
Local Holiday	Closed on Re-open	Friday Tuesday	24 May 2024 28 May 2024
Summer break	Close on	Wednesday	26 June 2024
Proposed in-service days	15 & 16 August 2024		

Notes

- ◆ Good Friday falls on Friday, 29 March 2024
- ◆ *Lanark schools will close Thursday, 6 June 2024 and Friday, 7 June 2024*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2023 and Thursday, 28 March 2024)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday 26 June 2024)
*Two in-service days proposed 15 & 16 August 2024.

Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link
http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

Contact Details

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils
National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education

Curriculum

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

Education Scotland's Inspection and review page provides information on the inspection process

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed from the Scottish Government website on www.gov.scot